DOCUMENT RESUME

ED 094 010 UD 014 259

AUTHOR	Sciara, Frank J.
TITLE	Project BIG (Black Image Growth). Model Cities Schools, Indianapolis Public Schools. Final Report.
INSTITUTION	Indianapolis Public Schools, Ind.
PUB DATE	22 Jul 72
NOTE	22p.
EDRS PRICE	MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS	*Changing Attitudes; Curriculum Development; Economically Disadvantaged; Elementary School Students; Federal Programs; Identification (Psychological); *Inner City; Instructional Materials; Negro History; *Negro Students; Program Evaluation; Self Concept; *Self Esteem
IDENTIFIERS	*Indiana; Model Cities Program; Project BIG; Project Black Image Growth

ABSTRACT

Project BIG (Black Image Growth) was designed as an attempt to build self-pride in black fourth grade children through the inclusion of black Indiana history in their curriculum. Commercially available materials could not be used since few of the project children possessed the necessary reading skills. An attempt was made to create a variety of materials so that teachers could try different approaches. These materials include: coloring book on Indiana black history; test of knowledge of Indiana black history; "Black People in Indiana History," an easy-to-read 225-page book; a cassette tape of the book "Freedom Road"; and, curricular units for "Doing History." These units include: self history, family history, school history, community history, and state history. The Piers-Harris Children's Self Concept scale was administered pre and post. Fourth grade students whose teachers remained throughout the life of Project BIG were considered the experimental (or treatment) group. All other fourth grade Indianapolis Model Cities schools youngsters whose teachers were not a part of the forementioned group were considered the control (or nontreatment) group. Children in the experimental group showed a comparative gain of 10 percent over the control group. (Author/JM)

ED 094010

FINAL REPORT
PROJECT BIG
(BLACK IMAGE GROWTH)

for
Model Cities Schools
Indianapolis Public Schools,
Mr. William Douglas, Director

Designed through
The TOD Institute
Teachers College
Ball State University

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

Consultants:

Dr. Frank J. Sciara
Mr. James S. Marshall

Written report by:

Dr. Frank J. Sciara

July 22, 1972

UD 014259

ED 094010

CS 4259

ABSTRACT

The final report of Project BIG (Black Image Growth) demonstrates that the use of the study of state history, which includes Black contributions, can be a valuable tool in the elevation of the self image of urban Black youngsters. Since the readability of printed social studies materials was beyond the reading level of most of the fourth grade children in this study, several innovative techniques which overcame this barrier, yet facilitated children in their learning, were utilized. These included the "Doing History" approach, creation of a coloring book on Indiana history, and recording a hard - to - read book on audio tape.

Children in the experimental group showed a comparative gain of 10% over the control group as judged by pre-test and post test scores on the Piers-Harris Children's Self Concept Scale.

TABLE OF CONTENTS

Page

The need for the project..... 2

Teacher involvement..... 4

Curriculum materials developed for the project..... 5

Evaluation of the project..... 7

Summary and conclusions.....11

Recommendations.....12

Appendix A

Children from Room_____in School_____.....13

Appendix B

School Age Norms for the Piers-Harris Children's Self Concept Scale..14

Appendix C

Piers-Harris Pre-Test Results - Project BIG Males.....16
Piers-Harris Pre-Test Results - Project BIG Females.....16

Piers-Harris Pre-Test Results - Control Group Males.....17
Piers-Harris Pre-Test Results - Control Group Females.....17

Piers-Harris Pre-Test Results - Project BIG Males and Females Combined.....18
Piers-Harris Pre-Test Results - Control Group Males and Females Combined.....18

Piers-Harris Post Test Results - Project BIG Males and Females Combined.....19
Piers-Harris Post Test Results - Control Group and Females Combined.....19

The need for the project

Project BIG (Black Image Growth) grew out of a concern by a number of administrative people in the Indianapolis Public Schools to relate to curricular offerings in such a way so as to maintain regular effective learning activities, yet make Negro children aware of the historical and cultural contributions made by Black people in the past.

After a number of avenues were explored in several meetings, it was agreed that since the study of Indiana history was legally required as an area of study in the fourth grade, here was a logical place to begin such a venture.

Certainly, this was an appropriate place to begin, for as Grambs has stated:

> It would seem that a very compelling hypothesis is that the Negro child, from earliest school entry through graduation from high school, needs continued opportunities, to see himself and his racial group in a realistically positive light. He needs to understand what color and race mean, he needs to learn about those of his race (and other disadvantaged groups) who have succeeded, and he needs to clarify his understanding of his own group history and current situation.[1]

The famous Negro author, Baldwin makes a case for curriculum changes needed to build Black pride. There are other benefits to non-Blacks as well. He says:

> If one managed to change the curriculum in all the schools so that Negores learned more about themselves and their contributions to this culture, you would be liberating not only Negroes, you would be liberating white people who know nothing about their own history.[2]

Lena Horne, a successful person by any measure, reveals how lack of adequate knowledge about Negro contributions affected her. She says:

> I certainly never learned anything about my identity in school, because the only Negro mentioned in history books was George Washington Carver, and he was too pure and good to believe, though I did learn that other races had backgrounds they looked upon with pride. I kept trying to

---

[1]Jean Grambs, Negro Self-Concept, p. 21.

[2]James Baldwin, "A Talk to Teachers", Saturday Review, December 21, 1963, p. 42.

> find some reason to feel the same way. Eventually, when "interested" people began to try and give me different "images" of myself, I came to the realization that nobody (and certainly not yet myself) seemed to understand the Negro woman who stood between two conventionally accepted extremes: the "good", quiet colored woman who scrubbed and cooked and maybe made a respectable servant, and the whore...
>
> . . . . . .
>
> So, by the time I was 16 and had returned to Brooklyn after spending seven years in the South, I may not have known who I was, but I had a pretty good idea what white people were, and what they thought we were.[3]

Grambs adds to this area of concern by relating:

> Numerous studies of textbooks have shown them to be lily-white. Pictures do not show Negro and white children together: when Negroes appear they are usually either Booker T. Washington, George Washington Carver, or foreign. Neither whites nor Negroes have an accurate picture of the American Negro and his history. One observer noted that a commonly used contemporary civics book had no index for urban renewal, transportation, transit, or Negro. The lily-white nature of text materials is true also of other visual films, they are in stereotyped roles. One film, for instance, showing "community helpers" illustrated the work of repairing the street with a Negro crew and a white foreman. This kind of presentation merely reinforces the many communications to children that Negro work is inferior work.[4]

Other similar examinations of the traditional school curriculum reveal the same kinds of findings. Inadequate, incorrect, or omitted accounts of the cultural and historical contributions of Negroes in American history have been reinforced in countless ways through commonly used approaches to teaching and in the textbooks themselves.

Project BIG was designed, then, as an attempt to build self-pride in Black fourth grade children through the inclusion of Black Indiana history in their curriculum. An approach called "Doing History" was adopted, as well as, an approach towards utilizing available materials for use in the project classrooms.

---

[3]Lena Horne, "I Just Want to be Myself", Show, September, 1963, p. 62.

[4]Jean Grambs, Negro Self-Concept, p. 21-22.

Teacher involvement

The idea that fourth grade teachers utilizing the "Doing History" approach and injecting Black contributions into Indiana History was built on the premise that teachers would be teaching in self-contained classrooms and find many ways to reinforce Negro contributions to history and culture in order to elevate the self-image of the children involved in Project BIG.

Near the beginning of the project and continuing into the life of the project, teachers were changed from either the fourth grade assignments or the self-contained classroom organization or, both because of student population shifts in the inner-city. The enactment of the I.G.E. design seriously disrupted the workings of Project BIG. Some of Project BIG teachers either changed grade levels or were no longer teaching social studies. Because of these factors, a number of the teachers dropped out of Project BIG.

It was also assumed that teachers would be constructing, utilizing, and modifying curricular units and other materials to be used in Project BIG. Too many of the teachers were either physically or emotionally tired at the end of the teaching day, so that the main responsibility for the creation of materials fell upon the project personnel. For a description of one teacher's perception of her class, see Appendix A. This teacher has taught many years in the same school.

The task of the teachers became that of analyzing the units, suggesting modifications, attempting the units with their children, and discussing the results.

Curriculum materials developed for the project.

It was assumed that commercially available materials such as Living Indiana History and Freedom Road could be used with modification in the project class-

rooms. This proved to be a faulty assumption as few of the project children possessed the necessary reading skill development to cope adequately with these books which are considerably above grade level in readability. Instead, some alternative directions, those of creating student materials for the project teachers and children, were necessary. This task required many hours of library research time, as well as time for the actual writing of the materials.

An attempt was made to create a variety of materials so that teachers could try different approaches in order to determine for themselves the particular approach which was best for their own situation. Classrooms appeared to vary in ability so it seemed reasonable that certain materials and approaches would appeal more to one group than another.

Materials developed through Project BIG have been reproduced in quantity for distribution to each of the Model Cities Schools to be utilized as personnel of these schools decide. These materials should be useful to fourth grade teachers but perhaps other teachers may find use for them as well. Indianapolis Public Schools may find use for these materials if these schools are made aware of their existence and availability.

The materials are identified and briefly described below:

Coloring Book on Indiana Black History

This is an easy-to-read series of historical information which is designed so that children may read and color the pictures. Teachers found good reception to this approach. Appropriate teacher explanation and corrolary learnings extended the lesson developed in the coloring book. This minimized the amount of difficult reading, yet got necessary ideas across to the students.

Test of Knowledge of Indiana Black History

Given as a pre-test, this gives the teacher an inventory of the knowledge that children have in this area prior to beginning the last unit. Used as a post test, it can be used to determine the student learning which has taken place. This test might also be used in one of the 8th grade social studies units in much the same manner.

Black People in Indiana History

A 225 page book with approximately 45 illustrations written on any easy-to-read level, this book has been especially written to provide a continuation of the contributions of Black people in Indiana. Multiple copies are being printed so as to provide a classroom set for each Model Cities school for the comming year. Additional numbers can be printed, if this is desired. This book can be used as a supplemental reader as well as a source book of Indiana Black history.

Freedom Road Cassette Tape

The book, Freedom Road, was too difficult for most Model Cities Schools 4th graders to read and was taped so that children could follow with their eyes as they listened to the tape. Information gained in this manner could be extended by the teacher through discussion, map study, student assignments, etc. Poor readers in the project enjoyed this approach. This tape can be copied and used by many children.

Curricular Units for "Doing History"

These units for the "Doing History" approach have been tested in the classrooms of the project teachers, have incorporated their suggestions and can serve as a guide for other I.P.S. schools which wish to utilize this approach. Each unit contains a suggested time allotment. The following units were developed:

Self History
Family History
School History
Community History
State History

The curricular units for "Doing History" had extra appeal for some project teachers who asked if they could include the units in their planning on the school curriculum committee for the coming school year.

Evaluation of the project

Evaluation of Project BIG was continuous with both the consultants and the project teachers informally assessing developments and directions and the visible impact upon children. As a pilot project working under changeable conditions which could not be controlled by the project teachers or the project consultants, much of the formal evaluation design could not be enacted as originally planned.

An example of this was the pre-test, post-test usage of the Piers-Harris Children's Self-Concept Scale which was done in cooperation with Purdue University. Project BIG staff were provided both the pre-test and post-test results for all Model Cities fourth grade youngsters that they were able to collect. A limited number of pre and post-test scores were available for purposes of analysis of Project BIG teachers and non-project teachers. The changing of teachers in the pre-test fourth grade group to other grades or schools, plus the limited number of completed fourth grade tests for other reasons, seriously limited the original research design. An analysis of the data made available to Project BIG staff has been made and is presented.

In order to analyze the scores of the Piers-Harris Children's Self Concept Scale, fourth grade students whose teachers remained throughout the life of Project BIG were considered the experimental (or treatment) group. All other fourth grade Indianapolis Model Cities schools youngsters whose teachers were not a part of the forementioned group were considered the control (or non-treatment) group.

Project BIG staff was dependent upon the results of the Piers-Harris Children's Self Concept Test collected by the Purdue project. The data forwarded for the pre-test results was reported by male and female as well as teacher identification. The six factors of the 80 item Piers-Harris Children's Self Concept Test were averaged for each group by each factor as well as a total. The factors of the Piers-Harris Children's Self Concept Test are as follows:

Factor

1. Behavior
2. Intellectual and School Status
3. Physical Appearance and Attributes
4. Anxiety
5. Popularity
6. Happiness and Satisfaction
7. Total Factors

This data is reported in Table I.

TABLE I

Pre-Test Raw Mean Scores on the Piers-Harris Children's Self Concept Scale Male and Female Students in the Project BIG (Experimental) and Control Groups

Factor	Project BIG Males	Control Group Males	Project BIG Females	Control Group Females
1	10.7736	11.8105	11.7347	11.4770
2	12.3773	12.6157	11.8163	11.2356
3	6.8302	7.5315	6.0204	6.2931
4	7.9056	8.0052	6.8979	6.0977
5	7.5660	8.0947	6.6531	7.0402
6	5.2075	5.7789	5.2653	5.6321
7 (TOTAL)	49.2262	51.6993	47.448	46.3730
Number	53	190	49	174

A look at these data seems to indicate the following:

1. The control group males display a slightly higher overall mean score compared to Project BIG Males

2. The Project BIG females show a slightly higher overall mean score than the control group females.

3. The combined mean overall scores of the males and females of both groups show a slightly higher score favoring the control group females.

4. The factor scores of all males, both Project BIG and control group when compared with the combined scores of both groups (Project BIG and the control group) reveal the following:

   a. Slightly higher mean scores favoring males in factors 2, 3, 4, and 5.

   b. Slightly lower mean scores in factor 1 for Project BIG males when compared to the other groups.

Data provided to Project BIG staff from the Purdue project for purposes of post test analysis did not separate groups by sex and so a follow-up of the

analysis similar to that completed with the pre-test data was not possible. Both male and female scores were combined so that overall mean scores are presented for both Project BIG students and the control group. This is shown in Table 2.

TABLE 2

A Comparison of Pre and Post Test Raw Mean Scores on the Piers-Harris Children's Self-Concept Scale for Fourth Grade Students in the Project BIG (Experimental) and Control Groups.

Factor	Pre-Test Project BIG Students	Post-Test Project BIG Students	Pre-Test Control Group Students	Post-Test Control Group Students
1	11.2353	11.8590	11.6510	10.5170
2	12.1078	12.0641	11.9560	11.2417
3	6.4412	7.0256	6.9395	6.8707
4	7.4215	7.6538	7.0933	7.2245
5	7.1274	7.6410	7.5906	7.2925
6	5.2353	5.3718	5.7087	5.2381
7	48.3722	49.7690	49.1525	46.6525
Number	102	78	364	147

By rounding off the total raw score to the nearest whole number and converting into the percentile ranking (Appendix B), Project BIG students showed a 5% gain in self image as measured by the pre-test, post test results of the Piers-Harris Children's Self Concept Scale. Using this same comparison the control group of Model Cities fourth grade children showed a loss of 5%. Another method of analyzation might be to compare the 5% gain of the Project BIG children with the 5% loss of the control children to show that the overall gain in self esteem for Project BIG children could be interpreted as 10%.

All the statistical tables derived from analyzing the Piers-Harris Children's Self Concept Scale results for both groups are found in Appendix C.

The Test of Knowledge of Indiana Black History was pilot tested in one of the Project BIG classrooms and found to be frustrating to some youngsters. It did reveal that these children had no prior knowledge of Black people in Indiana history. As a consequence, it was determined that other classes would not be tested by Project BIG staff. No formal testing or gathering of the results of the Test of Knowledge of Indiana Black History was done at the termination of the project as other IPS tests came in conflict at that time. Project BIG teachers, however, did report informally that children demonstrated a marked gain in knowledge of Indiana Black history.

Project BIG teachers reported that children enjoyed the working format of the "Doing History" approach as well as using the Coloring Book on Indiana Black History. The book, Black People in Indiana History was printed too late for trial in the project. The approach of Project BIG staff in placing the book, Freedom Road, on a cassette tape so that poor readers could learn, but not have to struggle with difficult reading material, was well-endorsed by the teachers. This approach has many possibilities in other subject areas where content and concepts can be taught to children which are difficult for them to read.

All-in-all, the Project BIG teachers' informal evaluation was validated by the results of the Piers-Harris Children's Self Concept Scale. While other fourth grade Model Cities Schools children scored lower on this measure, Project BIG children not only held their own, but showed a gain.

Summary and conclusions

Project BIG was designed to utilize the activities and contributions of Black people who have contributed to Indiana History as a means of elevating the self image of fourth grade Negro children in Indianapolis Model Cities Schools. Included also was an approach more congruent with the learning style of inner-city children entitled, "Doing History". The project consisted of working directly with a number of fourth grade teachers, creating materials for their use in the classroom, testing the effectiveness of the materials, and evaluating the impact of the entire project on the self image of Project BIG children.

A comparison of the mean raw scores of Project BIG children and control group children in the pre-test of the Piers-Harris Children's Self Concept Scale showed both groups to be fairly matched with the control group exhibiting a slightly higher score. The post test comparison of both groups showed a 5% gain in self esteem for Project BIG children and a 5% loss for control group children. Had the Project BIG children made no gains in the test scores retaining the same scores, they would have shown a 5% gain over the other group. However, since the control group lost 5% and the Project BIG children gained 5%, the comparative gain is 10% in favor of Project BIG children.

It can be concluded that the Project BIG approach was effective in elevating the self concept of the project youngsters.

Recommendations

The Project BIG approach, even in its trial and error stages of development, demonstrated that it can be an effective approach in elevating the self concept of fourth grade inner-city Negro children. The following recommendations are made:

1. Continue the Project BIG approach with interested fourth grade Model Cities Schools teachers.

2. Improve and upgrade the materials created in Project BIG.

3. Solicit the help and cooperation of IPS social studies supervisors for Model Cities Schools.

4. Attempt other uses of the Project BIG materials such as teacher resource material in lower grades as well as possible student use in 8th grade social studies.

5. If the project BIG approach and the use of its materials is continued, a study should be done to assess the changes upon the children involved. An improved assessment technique might be to closely examine the variable of sex, the six factors of the Piers-Harris Children's Self Concept Test, the various teachers and their influence, and a pre and post test of each student involved. The assignment of student numbers could be a better way of ordering the data, allowing multiple analysis to be made.

Development of a better self image is a worthy and important goal for all children and should be pursued in a variety of ways in the Indianapolis Model Cities Schools.

APPENDIX A

Children from Room_____
in
School #_____

I have thirty-five children in my class. They are all Black but one. Their I.Q.'s taken last fall, range from 56 to 99. About five really want to learn and seem to enjoy learning from a teacher and from books. Learning is fun for them.

There are about ten children who are continuously fighting, arguing, complaining about not having a pencil or paper, going to the bathroom, or running around the room getting into as much trouble as they can. This group is never ready for book learning. If one person looks wrongly at another person across the room, the other person will get up, go over and actually start a fist fight. This is perfectly all right with their mothers, because they believe each one has to learn to defend himself. However, if a teacher puts a hand a little too hard on any boys' arm, it is grounds for going to the school office for inhuman treatment. They are unable to sit still longer than ten minutes. They can listen for about five minutes without getting distracted. They are unable to copy from the board. They can not read my writing and neither can they retain it long enough to get it on paper. They can find endless things to laugh about and a great many things make them lose their balance and fall out of their chairs. If the room is too quiet for them, they must pound on the desk with their pencils or bump their desk on the floor.

The children rating between the top five, and the bottom ten, are about twenty students. These children are nonchalant about the whole business of education. They don't cause trouble nor will they contribute anything conversationally. They write what I tell them to write. They repeat what I tell them to say, but they can not reason anything out for themsleves.

This is my class of 1972.

APPENDIX B

School Age Norms (Grades 4 through 12)
(N=1138)

Piers-Harris Raw Score	Percentile	Stanine	Piers-Harris Raw Score	Percentile	Stanine
80			58	63	6
79			57	60	5
78			56	57	5
77			55	55	5
76	99		54	52	5
75	98		53	49	5
74	97	9	52	46	5
73	96	8	51	44	5
72	95	8	50	41	5
71	94	8	49	38	4
70	93	8	48	36	4
69	91	8	47	33	4
68	89	7	46	31	4
67	87	7	45	29	4
66	85	7	44	27	4
65	82	7	43	24	4
64	79	7	42	23	3
63	77	6	41	21	3
62	74	6	40	20	3
61	71	6	39	18	3
60	69	6	38	17	3

Piers-Harris Raw Score	Percentile	Stanine	Piers-Harris Raw Score	Percentile	Stanine
59	66	6	37	15	3
36	14	3	22	3	
35	13	3	21	2	
34	12	3	20	2	
33	11	3	19	2	
32	10	3	18	1	
31	9	3	17		
30	8	2	16		
29	7	2	15		
28	6	2	14		
27	6	2	13		
26	5	2	12		
25	5	2	11		
24	4	1	10		
23	3				

APPENDIX C

Piers-Harris Pre-Test Results - Project BIG Males

Var No	Mean	S.D.	S.E. of Mean	Sample	Maximum	Minimum	Range
1	10.7736	3.7909	0.5207	53	17.0000	4.0000	13.0000
2	12.3773	3.2417	0.4453	53	18.0000	5.0000	13.0000
3	6.8302	2.2424	0.3080	53	11.0000	2.0000	9.0000
4	7.9056	2.4120	0.3313	53	12.0000	0.0000	12.0000
5	7.5660	2.6567	0.3649	53	12.0000	1.0000	11.0000
6	5.2075	1.4723	0.2022	53	8.0000	1.0000	7.0000
7	49.2262	10.8921	1.4962	53	68.0000	18.0000	50.0000

Piers-Harris Pre-Test Results - Project BIG Females

Var No	Mean	S.D.	S.E. of Mean	Sample	Maximum	Minimum	Range
1	11.7347	3.2131	0.4590	49	16.0000	3.0000	13.0000
2	11.8163	3.3020	0.4590	49	18.0000	3.0000	15.0000
3	6.0204	2.6100	0.3729	49	10.0000	1.0000	9.0000
4	6.8979	3.0906	0.4415	49	11.0000	0.0000	11.0000
5	6.6531	3.0724	0.4389	49	11.0000	0.0000	11.0000
6	5.2653	1.3659	0.1951	49	8.0000	2.0000	6.0000
7	47.4488	11.0643	1.5806	49	64.0000	15.0000	49.0000

Piers-Harris Pre-Test Results - Control Group Males

Var No	Mean	S.D.	S.E. of Mean	Sample	Maximum	Minimum	Range
1	11.8105	3.1716	0.2301	190	16.0000	2.0000	14.0000
2	12.6157	3.8428	0.2788	190	18.0000	1.0000	17.0000
3	7.5315	2.2948	0.1665	190	12.0000	1.0000	11.0000
4	8.0052	2.4267	0.1760	190	12.0000	0.0000	12.0000
5	8.0947	2.6510	0.1923	190	12.0000	0.0000	12.0000
6	5.7789	1.3228	0.0960	190	9.0000	2.0000	7.0000
7	51.6993	10.5378	0.7645	190	70.0000	13.0000	57.0000

Piers-Harris Pre-Test Results - Control Group Females

Var No	Mean	S.D.	S.E. of Mean	Sample	Maximum	Minimum	Range
1	11.4770	3.1836	0.2413	174	17.0000	3.0000	14.0000
2	11.2356	3.5460	0.2688	174	18.0000	0.0000	18.0000
3	6.2931	2.2935	0.1739	174	11.0000	1.0000	10.0000
4	6.0977	2.5640	0.1944	174	12.0000	0.0000	12.0000
5	7.0402	2.6628	0.2019	174	12.0000	1.0000	11.0000
6	5.6321	1.4830	0.1124	174	9.0000	1.0000	8.0000
7	46.3736	10.0238	0.7599	174	68.0000	18.0000	50.0000

Piers-Harris Pre-Test Results - Project BIG Males and Females Combined

Var No	Mean	S.D.	S.E. of Mean	Sample	Maximum	Minimum	Range
1	11.2353	3.5409	0.3506	102	17.0000	3.0000	14.0000
2	12.1078	3.2667	0.3235	102	18.0000	3.0000	15.0000
3	6.4412	2.4477	0.2424	102	11.0000	1.0000	10.0000
4	7.4215	2.7912	0.2764	102	12.0000	0.0	12.0000
5	7.1274	2.8862	0.2858	102	12.0000	0.0	12.0000
6	5.2353	1.4154	0.1401	102	8.0000	1.0000	7.0000
7	48.3722	10.9570	1.0849	102	68.0000	15.0000	53.0000

Piers-Harris Pre-Test Results - Control Groups Males and Females Combined

Var No	Mean	S.D.	S.E. of Mean	Sample	Maximum	Minimum	Range
1	11.6510	3.1773	0.1665	364	17.0000	2.0000	15.0000
2	11.9560	3.7626	0.1972	364	18.0000	0.0	18.0000
3	6.9395	2.3733	0.1244	364	12.0000	1.0000	11.0000
4	7.0933	2.6664	0.1398	364	12.0000	0.0	12.0000
5	7.5906	2.7049	0.1418	364	12.0000	0.0	12.0000
6	5.7087	1.4016	0.0735	364	9.0000	1.0000	8.0000
7	49.1525	10.6206	0.5567	364	70.0000	13.0000	57.0000

Piers-Harris Post Test Results - Project BIG Males and Females Combined

Var No	Mean	S.D.	S.E. of Mean	Sample	Maximum	Minimum	Range
1	11.8590	3.1775	0.3598	78	17.0000	2.0000	15.0000
2	12.0641	3.6974	0.4187	78	18.0000	0.0	18.0000
3	7.0256	2.3298	0.2638	78	11.0000	1.0000	10.0000
4	7.6538	2.6669	0.3020	78	11.0000	1.0000	10.0000
5	7.6410	2.7159	0.3075	78	12.0000	0.0	12.0000
6	5.3718	1.4152	0.1602	78	8.0000	1.0000	7.0000
7	49.7690	11.8988	1.3473	78	69.0000	18.0000	51.0000

Piers-Harris Post Test Results - Control Group Males and Females Combined

Var No	Mean	S.D.	S.E. of Mean	Sample	Maximum	Minimum	Range
1	10.5170	3.7239	0.2071	147	17.0000	1.0000	16.0000
2	11.2517	3.9428	0.3252	147	18.0000	1.0000	17.0000
3	6.8707	2.4136	0.1991	147	12.0000	1.0000	11.0000
4	7.2245	2.9115	0.2401	147	12.0000	0.0	12.0000
5	7.2925	3.0704	0.2532	147	12.0000	0.0	12.0000
6	5.2381	1.4493	0.1195	147	8.0000	1.0000	7.0000
7	46.6525	12.1552	1.0025	147	69.0000	14.0000	55.0000